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AUTHOR Silverman, Robert J.; Demmert, William G., Jr.
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ABSTRACT

Characteristics were profiled for 40 southeast Alaskan Haida, Tlingit, and Tsimshian tribal members in positions of responsibility in business, government, or a profession. Respondents had found school easy, did well, liked school, and participated in school-related activities. Positive influence and encouragement of family members, especially mothers, were important success factors. Families viewed school as important and expected children to do well. Over half the respondents indicated teachers as a key influence outside the immediate family, with advice, push to action, and role model the most frequent forms of encouragement. Positive learning experiences outside of school were important, especially experiences involving social skills. Family socioeconomic level had a positive effect on future success. Family members of 80% of respondents were clan, church, or community leaders or were recognized for some skill. Establishment of goals was important to success, with deciding to go to college the most common goal. "Making a contribution to society" and "being at peace with oneself" were the most used definitions of success. Respondents felt they had had many opportunities to succeed, but had encountered barriers of racism and lack of money. Applications to educational situations are suggested. Questionnaire, tabulated responses, and respondents' comments form the appendix. (LFL)

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Characteristics of Successful Native Leaders

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RC 015714

Characteristics of Successful Native Leaders

Investigators: Robert J. Silverman
Alaska Department of Education
William G. Demmert, Jr. Ed.D
University of Alaska, Juneau

May 1986

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Study Report

The Community Surveyed

The Native community indigenous to Southeast Alaska includes the Tlingit, Tsimshian, and Haida peoples. Tlingit territory included the land between Comptroller Bay to the North and Dixon Entrance to the south. Haida territory and Tsimshian territory overlapped the Tlingit lands in the south and extended into British Columbia.

Each group developed its own language and cultural differences but held many things in common because of trade and intermarriage (as well as from the practice of capturing prisoners for purposes of slave labor). The art forms, legends, and lifestyles of each were very similar with significant commonalities. The sixty-foot canoes of the Tlingit were purchased from the Haida; the grandparents of some Tlingit were Tsimshian; Southern Tlingits and Haida used common territory under special political arrangements; and social practices and structure held many common elements. Having a matrilineal society, the use of clans and community houses, the moiety system of social structure are examples.

Traditionally all of the groups were seafaring people, and with the advent of first Russians, and later the Americans, commercial trapping and commercial fishing were natural extensions of traditional activity. Today larger and larger numbers of the three communities have moved outside the trapping/fishing economy. Individuals now work in a wide variety of occupations, including trades, teaching, law, medicine, and business. The Alaska Native Claims Settlement Act (ANCSA) of 1971 has provided opportunities to start commercial ventures in the natural resources, shipping, international trade, manufacturing, and other areas as corporate owners rather than as traditional laborers (working exclusively for wages rather than for a part of the profits).

The demand for skilled and trained shareholders in the corporate system (Regional and Village Corporation structures set up under ANCSA) has far outstripped the ability of the Native Communities, specifically Haida and Tlingit, to provide them internally. Many of the higher skilled and paid positions go to a non-Native work force. It appears that this practice will not change in the near future, but it is recognized as a problem and both Regional and Village corporations are attempting to do something about it through training programs for high level executives and managers, and through university scholarships.

The importance of training, advanced educational opportunities, and academic success to members of the Native communities cannot be overstressed. The success of their corporations, their survival as a people, and their ability to influence their own destinies directly are tied to success in these areas. It was with this in mind that the study of characteristics of successful Native leaders was conducted.

Research Focus

One of the problems in multicultural education is that the knowledge base is limited. This is especially true for the education of Alaska Native students. In the hope of providing insight into the problem of educating some children, we felt it would be important to look at positive examples of success. We designed a study that proposed to look at characteristics of successful Native leaders in Southeast Alaska and decided to focus on that population. Our definition of success was narrow and limited to individuals holding a position of responsibility in a business, in a regional Native corporation, in the state or federal government, or as a member of some profession.

We agreed on eight assumptions. We believed:

(1) that positive educational experiences at some point of a person's formal education would promote success in adult life;

(2) that an important factor which contributes to success in adult life is the positive influence and encouragement of some member of the immediate family;

(3) that an important factor which contributes to success in adult life is the positive influence and encouragement of some person(s) outside the immediate family;

(4) that positive learning experiences outside of the school setting were important to success in adult life;

(5) that the socio-economic level of a person's family would generally have a positive effect upon success in adult life;

(6) that there is a positive relationship between success in adult life and success as a student;

(7) that the establishment of some goal or personal objective by parents or the individual was important to success as an adult; and

(8) that the successful individual would have had real or perceived opportunities to succeed. We then developed a set of questions designed to test each of those assumptions.

A list of individuals meeting our definition of success was compiled. We first identified the elected leaders of the various organizations and then listed the individuals within Alaska who were in positions of responsibility as described in our definition. We made personal contact with those individuals and asked them to help identify others who fit our definition and developed a list of 43 leaders. In the spring of 1984, 43 questionnaires were distributed and 40 were returned for a response rate of 93 percent. The questionnaire used in this study can be found in the appendix to this report. Included also are the percentage response to each question and open ended responses.

Characteristics of the Respondents

As part of the questionnaire, individuals were asked where they went to school, the highest degree earned, numbers of siblings, and their age and sex. Twenty-one (21) elementary schools and 18 secondary schools both within and outside Alaska were identified. Juneau was the most often cited elementary school and Juneau-Douglas and Sheldon Jackson were the most often cited high schools. Thirty-three colleges were listed.

One-third of the respondents were the oldest child in their family, 9 percent were youngest and the remainder were in between. Fifty-six percent were male and 44 percent female. One-third were between the ages of 25-40, 42 percent were between the ages of 41-55, and 25 percent were over 56.

Results

In this section of the report, we discuss the results of our study. We have organized the results in terms of each of our eight assumptions. For each assumption we identify the kinds of data we collected and whether or not our assumptions were upheld by the data.

Positive educational experiences at some point of a person's formal education would promote success in adult life. To address this assumption we asked whether individuals liked school, how involved they were in school, and how well they remembered doing in school. Generally, respondents remembered doing well in school, liked school and were involved in school related activities. Specific findings were:

- 90 percent both liked school and learned skills that helped them as adults.
- Over 50 percent singled out teachers and extracurricular activities as what they especially liked.
- 60 percent were absent an average of five or fewer days per year
- Almost 90 percent were involved in some form of extracurricular activities.
- Over one-half were involved in either sports or debate.
- More than 50 percent got grades of "B" or better.
- 85 percent excelled in something in school with over half indicating subject matter
- Almost all (97 percent) remembered some of their teachers and most (85 percent) indicated that some were special.

An important factor which contributes to success in adult life is the positive influence and encouragement of some member of the immediate family. The mothers of our respondents were a key to their upbringing. 77 percent received most of their training from their mothers and 67 percent felt close to their mothers. Fathers also were important, but to a lesser extent (44 percent and 36 percent). Families in general were interested in their schooling and provided encouragement. Families viewed school as important (64 percent) and expected them to do well (64 percent).

An important factor which contributes to success in adult life is the positive influence and encouragement of some person(s) outside the immediate family. 87 percent indicated that someone outside the family encouraged them in their educational development. Over half (56 percent) indicated teachers and somewhat less indicated friends and community leaders (33 percent and 26 percent respectively). Advice was the most cited form of encouragement (62 percent) with push to action and role model as the next most frequent form indicated (both 33 percent).

Positive learning experiences outside of the school setting were important to success in adult life. To address this assumption we asked if there were any skills that were learned outside the school

setting that have proven to be important to them as adults. 90 percent indicated yes. Social skills were identified as the most important skill learned. Skills most often were learned from parents and/or employers.

The socio-economic level of a person's family would generally have a positive effect upon success in adult life. 80 percent indicated that some member of their family were either traditional clan leaders, leaders in the church, leaders in the community or recognized in some skill or activity. Jobs held by parents varied widely. Included in the list were carpenter, teacher, cannery worker, maid, florist and government worker. 38 percent worked for wages, 5 percent lived a subsistence life style, 51 percent combined subsistence and wages, and 3 percent were on welfare assistance. One-third indicated that at some time they had received assistance from either the federal government or the Bureau of Indian Affairs.

There is a positive relationship between success in adult life and success as a student. We asked a variety of questions to address this assumption. We asked if they found school easy or difficult, how well they did on tests, what subjects they excelled in, the nature of their social life in high school, and whether they received awards. About two-thirds found school fairly easy and four-fifths indicated they received either an honor or award. Athletics and scholarship were the two most often areas identified. Almost all (98 percent) remembered doing as well or better than their best friends in high school and over one-half remembered doing better than their classmates on standardized tests. Subjects liked the best *and* excelled in were social studies, mathematics and English.

The establishment of some goal or personal objective by parents or the individual was important to success as an adult. About 70 percent both established goals as young persons and were encouraged by their families to become certain kinds of individuals. Deciding to go to college was the most often cited goal with the junior high years as the most often age of decision. Overwhelmingly (90 percent), "making a contribution to society," was the phrase which best captured their definition of success. This was also the first choice for their families (59 percent) and their hopes for their children (72 percent). Being "at peace with oneself" also was identified as an important definition of success. As a contrast, making a lot of money; power, control and influence; and prestige and fame were not indicated as very important.

The successful individual would have had real or perceived opportunities to succeed. We asked whether individuals felt they had an opportunity to succeed, whether they felt they had more than their share of lucky breaks and about the barriers to their success. More than one-half felt they had a lot of opportunities to succeed and only 3 percent felt they had few opportunities. More than one-half felt they had some lucky breaks, but four-fifths felt there had been some barriers. Covert racism (56 percent), lack of money (41 percent), and overt racism (36 percent) were the barriers most often mentioned.

Implications and Suggestions:

1. Schools should offer Native students social/cultural, physical, as well as academic opportunities to succeed as part of a comprehensive program of preparing students for the adult world.

2. Teachers of the Native students need to be sensitive to the impact they have/can have on individual Native students, and teacher training institutions will need to review and adjust their curriculum requirements when necessary to insure that teachers develop skills that enable them to communicate effectively with Native students.

3. Families of Native students and communities students live in must recognize the important role each plays in a student's decision to succeed in school, and work systematically to improve attitudes toward schooling where negative attitudes exist.

4. The contribution one can make to society appears to play an important role in the life of successful Native leaders. It will be important to pursue this concept to see if one's success or failure in school ties directly to whether one believes that he/she will play a meaningful role as an adult.

5. The establishment of a goal(s) by parents or students is closely related to a student's success in school and later life. Both parents and schools need to be aware of the apparent importance of goal setting to student and adult success.

6. Being in the right place at the right time with the right skill may be an important factor in whether individuals succeed after schooling and is worth pursuing future investigations.

Appendix A

Questionnaire

Part 1

This first set of questions asks you to remember back to when you were in school.

1.1 When you think back to your school days, which statement best captures your feelings about schooling in general?

1. 55 I liked school a lot
2. 35 I liked school a little
3. 7 I did not like school
4. 3 I hated school

1.2 How much did you like or dislike the following parts of your overall school experiences?

	I liked them a lot						I disliked them a lot			
1. Teachers	1	21	2	34	3	40	4	3	5	3
2. Other students	1	13	2	56	3	23	4	5	5	3
3. Subjects	1	18	2	40	3	37	4	5	5	0
4. Extra curricular activities	1	45	2	37	3	11	4	8	5	0
5. Atmosphere	1	13	2	37	3	29	4	11	5	11
6. Social opportunities	1	16	2	34	3	29	4	13	5	8
	1		2		3		4		5	

1.3 Which statement best characterizes your annual attendance in school?

1. 60 I was seldom absent (less than 5 absences)
2. 25 I was absent occasionally (5-15)
3. 13 I was often absent (15-25)
4. 3 I was seldom present (greater than 25)

1.4 Were you involved in any extra-curricular activities?

87 yes
13 no

If yes, what were you involved in? (Please check all that apply)

1. 38 band
2. 35 chorus
3. 20 drama
4. 63 sports
5. 23 debate
6. 5 cheerleader

7. 43 student government
8. 28 newspaper/yearbook
9. 20 other (please specify)_____

1.5 Do you remember any of your teachers?

98 yes
2 no (go to question 1.9)

1.6 What do you remember about them?

1.7 Were any of them special to you?
85 yes
15 no (go to question 1.9)

1.8 What made them special?

1.9 What kinds of grades do you remember getting?

1. 10 Mostly A's
2. 35 A's and B's
3. 10 Mostly B's
4. 25 B's and C's
5. 10 Mostly C's
6. 3 C's an D's
7. 5 Pass/Satisfactory
8. 0 Fail/Unsatisfactory

1.10 Would you say that you excelled in anything at school?

85 yes
15 no

If yes, in what did you excel?

1. 63 Subject matter (e.g., science, social studies)
2. 38 Extra-curricular (e.g., sports, drama)
3. 20 Other _____

1.11 Did you learn any skills (academic, social or vocational) in school that have proven to be important to you as an adult?

92 yes
8 no

If yes, what were the skills?

Why do you feel they were important?

1.12 What values do you remember learning in school?

Part 2

2.1 What skills (academic, social or vocational) do you remember learning from members of your family? (Please list)

2.2 From which members of your family did you receive most of your training? (Choose no more than 2 people)

1. 77 Mother
2. 44 Father
3. 13 Uncles
4. 5 Aunts
5. 15 Grandparents
6. 5 Sisters
7. 8 Brothers
8. 8 Other, please specify_____

2.3 Which members of your family did you feel especially close to? (Choose no more than 2 people)

1. 67 Mother
2. 36 Father
3. 10 Uncles
4. 5 Aunts
5. 15 Grandparents
6. 23 Sisters
7. 18 Brothers
8. 5 Other, please specify_____

2.4 On a scale of 1 to 5, with one being the lowest, how interested would you say your family was in your formal schooling?

1	3	2	8	3	14	4	19	5	57
low								high	

2.4.1 How did they demonstrate their interest? What were the 3 most important kinds of things that they did for you?

1. 15 Reviewed schoolwork
2. 43 Asked how I was doing
3. 10 Helped with my work
4. 15 Visited school often

5. 64 Told me how important schooling is
6. 5 I saw how they treated my brothers and sisters
7. 5 They themselves were involved
8. 64 Expected me to do well
9. 10 Other, please specify_____

2.5 Did members of your family encourage you to participate in after school activities?

1	27	2	38	3	32	4	3
a lot		a little		didn't care		disapproved	

2.6 Did your family place restrictions on your activities outside of school, or on who you could associate with?

1	26	2	46	3	14	4	14
no, never		sometimes		frequently		always	

2.7 On a scale of 1 to 5, with one being the lowest, how did members of your family provide for you while you were growing up?

1	11	2	16	3	13	4	18	5	42
I did it all on my own. I got no support								My family was there every step of the way	

2.7.1 Which of the following did your family do most to support you? (Check any 1 item)

1. 21 Financial aid
2. 0 Visited me in school
3. 0 Gave me time to study
4. 65 Encouraged me
5. 15 Required that I study

2.8 What values do you remember learning from your family?

12

Part 3

3.1 Was there someone outside your family who encouraged you in your educational development?

87 yes
13 no

If yes, who?

1. 33 Friends
2. 56 Teachers
3. 26 Community leaders
4. 18 Employer
5. 10 Government workers (BIA, federal, state)
6. 18 Other, please specify_____

3.2 If yes, what forms of encouragement were given? (Check no more than 2)

1. 62 Advice
2. 10 Money
3. 25 Sympathetic ear
4. 33 Push to action
5. 33 Role model
6. 13 Skill development
7. 13 Created opportunities
8. 10 Other _____

Part 4

4.1 Were there any skills (social, academic or vocational) that you learned outside the school setting that have proven to be important to you as an adult?

90 yes
10 no

If yes, what were they?

4.2 Generally, why do you feel they were important?

4.3 From whom did you learn each skill?

Part 5

5.1 Did your parents/guardian work for wages or live in a subsistence life style, using the natural resources of the area?

1. 38 wages
2. 5 subsistence
3. 51 combination

5.2 If your parent/guardian worked for wages what was his/her occupation?

5.3 During difficult times did your family get any assistance from the federal government or Bureau of Indian Affairs?

33 yes
67 no

If yes, what kind?

1. 20 Medical/dental support
2. 3 Food or clothing
3. 8 Other (please specify)_____

5.4 Were any members of your family traditional clan leaders, leaders in the church, leaders in the community or recognized in some skill or activity?

80 Yes
20 No

In which areas?

1. 30 Traditional Clan leaders
2. 48 Church leaders
3. 58 Community leaders
4. 43 Recognized experts in some skill or activity (such as commercial fishing, carving)

5.5 What did he/she/they do in this area?

5.6 Where do you fall on the following scale?

1	35	2	28	3	23	4	13	5	0
I was happy as a child								I was unhappy as a child	

Part 6

6.1 Where do you fall on the following scale?

1	21	2	41	3	26	4	10	5	3
I found school easy								I found school a struggle	

What made school easy or a struggle?

6.2 Did you take any standardized tests in school?

95 yes
5 no

6.3 If yes, how do you remember doing on them?
1. 51 better than most of my classmates
2. 33 about the same
3. 6 not as well
4. 10 Do not know

6.4 What do you remember about the tests? How were they used in your school?

1. 20 Tracking
2. 13 Grading
3. 20 Labeling
4. 0 Not used
5. 25 Placement
6. 40 Do not know

6.4.1 On a scale of 1 to 5, how did the tests affect you?

1	27	2	15	3	24	4	15	5	21
not at all								a lot	

In what ways did they affect you?

1. 23 They caused me to work harder
2. 28 Didn't make a difference

3. 5 Depressed me
4. 25 Other, please specify_____

6.5 Which three subjects were your favorite in school?

1. 3 None
2. 30 Physical Education
3. 48 Social Studies
4. 48 English
5. 35 Science
6. 45 Math
7. 3 Foreign Language
8. 13 Art
9. 15 Industrial Arts
10. 3 Home Economics
11. 25 Music
12. 3 Drama/Dance
13. 15 Business
14. 3 Other (specify)_____

6.6 Which subjects did you excel in?

1. 3 None
2. 23 Physical Education
3. 43 Social Studies
4. 50 English
5. 33 Science
6. 43 Math
7. 10 Foreign Language
8. 5 Art
9. 8 Industrial Arts
10. 5 Home Economics
11. 23 Music
12. 0 Drama/Dance
13. 10 Business
14. 5 Other (specify)_____

6.7 Which statement best describes your social life in high school?

1. 44 I had many friends
2. 41 I had some friends
3. 15 I had few friends
4. 0 I had no friends

6.8 Which statement best describes how well your best friends in high school did compared to you?
1. 73 They did as well as I did

2. 25 They did better than I did
3. 2 They did worse than I did

6.9 While you were in school, did you receive any honors or awards?

77 yes
23 no

If yes, in what areas did you receive honors/awards?
1. 23 Citizenship
2. 36 Scholarship
3. 3 Community Service
4. 28 Leadership
5. 39 Athletic
6. 13 Other (please specify)_____

Part 7

7.1 Did you establish any personal goals as a young person?

69 yes
31 no

If yes, what were they?

At what age did you set these goals?

7.2 Did any of your family members encourage you to become a certain kind of individual?

68 yes
32 no

If yes, what did they encourage you to do?

At what age did they begin to encourage you?

7.5 Which of the following phrases best captures your definition of success?

1. 5 Make a lot of money
2. 8 Power, control and influence
3. 8 Prestige and fame
4. 28 Individual freedom (independent, self employed)
5. 54 At peace with oneself
6. 90 Making a contribution to society
7. 18 To have a job
8. 5 Other, please specify_____

7.6 On a scale of 1 to 5, to what extent do you meet your definition?

1	0	2	3	3	19	4	46	5	32
not at all								very well	

7.7 Which of the following phrases best captures your family's definition of success?

1. 21 Make a lot of money
2. 18 Power, control and influence
3. 15 Prestige and fame
4. 21 Individual freedom (independent, self employed)
5. 41 At peace with oneself
6. 59 Making a contribution to society
7. 13 Other, please specify_____

7.8 On a scale of 1 to 5, to what extent do you meet your family's definition of success?

1	3	2	9	3	36	4	52
not at all						very well	

7.9 Do you have any children?

92 yes
8 no

7.10 If yes, which of the following phrases best captures your hope for them?

1. 8 Make a lot of money
2. 0 Power, control and influence
3. 0 Prestige and fame
4. 33 Individual freedom (independent, self employed)
5. 67 At peace with oneself
6. 72 Making a contribution to society
7. 18 Other, please specify_____

Part 8

8.1 To what extent do you feel you have had an opportunity to succeed in your life?

1	0	2	3	3	16	4	30	5	51
Very little opportunity								a lot of opportunity	

8.2 Have there been any barriers to your success?

82 yes
18 no

8.2.1 If yes, what have those barriers been?

1. 41 lack of money
2. 0 physical handicap
3. 36 overt racism
4. 56 covert racism
5. 23 schooling
6. 10 geographic isolation
7. 13 language skills
8. 3 personality
9. 3 appearance
10. 10 personal attitude
11. 3 social status of family
12. 10 alcohol or drugs
13. 8 other, please specify

8.2.1 What did you do to overcome these barriers?

8.3 To what extent do you feel that you have had more than your share of lucky breaks?

1	6	2	3	3	31	4	26	5	34
few breaks								a lot	

What have the breaks been?

8.4 What is the one most important piece of advice that you have gotten?

Part 9

9.1 Where did you go to school?

Elementary: _____

High school: _____

College/university: _____

9.2 What was the highest degree you earned? (Put on card)

1. 0 grade school
2. 0 GED
3. 28 High school
4. 8 Associate
5. 23 Bachelors
6. 28 Masters
7. 13 Doctorate

9.3 How many brothers or sisters did you have in your family?

9.4 Where are you in relation to older/younger siblings?

32 oldest
11 youngest
57 other _____

9.6 As a parent what would you do today to insure that your children would be successful? (whether they do it or not is immaterial)

9.7 Male 56 Female 44

9.8 Age Group
33 25 to 40 42 41 to 55 25 56 to 70

9.9 From which village do you and your family originate?

_____

On this page, please write anything that you think will tell us more about why you have been successful in life. Your comments will be held in confidence as explained in the instructions, but may be used anonymously as part of the report.

We want to take this opportunity to thank you for your cooperation and participation in the project. If you have questions or concerns please feel free to express them in person or by writing to either of the principal investigators at this address:

Dr. William G. Demmert, Jr., or
Mr. Robert Silverman
School of Education & Liberal Arts
University of Alaska, Juneau
Juneau, Alaska 99801

Appendix B

Open Ended Comments from Characteristics of Successful Native Leaders Questionnaire

1.6 What do you remember about your teachers?

Their dedication to teaching. The willingness to teach beyond the regular school hours.

Positive attitude, caring, attentive, concerned with you as an individual—these you remembered.

Caring, concerned, warm, pleasant. Concerned about me acquiring the skills. Equalitarian philosophy that was demonstrated in the school.

I respected most of my teachers. I admired a few who had high integrity and morals.

My teachers were hard working, conscientious people.

The good and the bad—but mostly appreciate what they tried to do for me—the standards they set and the challenges they gave us. Those teachers that treated me with respect and as a grown up I remember best.

Dedication, patience, concern, good example, qualification.

Strict, firm, kind.

One very strict but supportive and encouraging of me. Very supportive and encouraging with high expectations. Did not want to let her down or otherwise disappoint her. Very strict male teacher but interested in me and helped me through a few weak spots.

Some teachers thoroughly knew their subjects and were able to relate the material in other ways than a strict textbook/assignment method.

One made history interesting. One made literature interesting.

They were very dedicated and taught in more than one discipline, i.e., English and foreign language, history and debate, science and math.

They seemed to have had a real desire to teach us and made sure we learned.

Some exceptional teachers—demanding superior effort from the students.

They were dedicated; sincere; had high expectations from students; had structured programs; were strict but fair; were enthusiastic; encouraged students, scolded when necessary; demanded high-quality work from students.

I remember the ones who challenged me either by giving me permission to work ahead of the group, buying me a book on Freud when I said I was interested in psychology, and so on. I also remember the prejudiced ones.

Sincerity, interest, things said or done that left impressions on me (both favorable and unfavorable).

Their attitude about what they were doing and their attitude toward their students.

Some didn't like teaching Indians. Others were good teachers. Some said that I'd never make it at Stanford because I was Indian. Others encouraged me.

Insistency to finish homework and in class work.

They took an interest in me.

Their names. Their way of communication. Their methods of teaching. How they presented the subject. How they presented themselves.

Most were interested in providing a good education.

Very thorough in their work given. Had high expectations for me. Elementary was competitive and we worked at our own speed.

Inspiration—desire to learn—teachers I remember positively. Dull, mean—teachers I remember negatively.

Mrs. Cook—"crabby." Mr. Eide—friendly. Most others—just didn't seem to care.

Miss Steveson—very informal, open minded and helpful (H.S. principal). Mr. Gary—woodwork instructor, later a journeyman of metal art, where I first began to see my own interest in carving. Mr. Ludy—electrical engineer.

Decent people, interested in teaching, some were learned.

Because of them the majority of my classes were science.

Good teachers were knowledgeable and enthusiastic about their teaching. They commanded respect, were not vindictive, were patient, and gave help willingly.

I remember the best—taught us a manner we understood, we learned a lot, we liked the teacher we felt she respected us and really liked us. I remember the worst—reminded of a rat and always said ah-waa.

Kind and willing to help me.

1.8 What made your teachers special?

Spent extra time helping me in my class.

Caring, teaching techniques, true to beliefs, honest with us.

They were kind; enjoyed having me as a student; they treated me with respect. They did not overburden me with more learning than I could handle. They were always pleasant.

The way they made their courses special (interesting).

One teacher inspired me; others were tough.

All of the teachers were kind, understanding, helpful and very open minded to help me.

Personal interest in me.

High expectations; they were very interested in the work given; quick feedback on work handed in and testing.

They were fair and honest to all students.

Their requirements of me in relationship to what I learned. Their personal standards. Constants.

They encouraged me to do better.

Caring and sincere attitude.

Their vitality, excitement about what they were doing and their concern for doing it the best way possible.

My perception that they were interested.

They liked me and encouraged me. Recognized my work. A few I still see today (20-30 years later) who remember me as a good student.

They had discipline in the classroom. They had an interest in the students.

Took that extra time to let me know I can do it.

Always urging to do more and that we had the capability to.

Their interest in my work. Their urging me to be creative as I learned. Their enthusiasm.

Their high expectations that I could turn in a good performance and their continuing encouragement and support when I faltered.

Willing to help outside of class time.

Good personalities and those that were sincere and treated me with respect. Those that wanted and expected me to achieve.

They cared.

Some took a personal interest in me, i.e., complimented me when I did well, encouraged me when I did poorly, and treated me like I was important to them.

Same as 1.6. (Caring, concerned, warm, pleasant. Concerned about me acquiring the skills. Equalitarian philosophy that was demonstrated in the school.)

Provided counsel, advice, support when needed.

They cared.

1.11 Did you learn any skills (academic, social or vocational) in school that have proven to be important to you as an adult? If yes, what were the skills? Why do you feel they were important?

Typing, bookkeeping. They helped in securing a job.

Typing/Latin (for English proficiency). Sportsmanship; socially, in high school I began to recognize bigotry and selfishness as undesirable traits. Useful today and still interesting.

Survival, academics. Able to function within the institution.

English—office skills, i.e., typing, bookkeeping, speech. Typing and bookkeeping helped with my first job in an office. English and speech gave me self confidence.

Shipwright.

Academic, self-discipline, social. Taught me how to set a goal and reach it. Taught me knowledge. Taught me how to find information. Taught me how to get along with people and the systems.

Learned to work with hands as well as the mind. Has helped to make necessary adjustments to economic and social encounters.

Speaking, music, engineering.

Research, writing, computation, home economics/personal grooming/social etiquette. They are all facets of my daily experience that figure into everything I do at home, work, community, and social events.

Ability to read, listen and research. A sense of discipline in anything I do. The ability to write and communicate. This is the essence of what it takes to do anything.

Communications, grammar are very important. These are the tools to understand others, subjects or express your concerns with.

Math and science, ability to study. I was able to select a career in the service and after discharge because of my background in math and science.

Math, English, typing. Helped me in obtaining employment and in promotions.

General education. As a Native it is important to obtain the best education possible to function in this society.

Newspaper—writing, social values. Write for enjoyment today. Social values—gave me direction.

Academic study skills. Helped me succeed in college. Having a degree has helped me advance in my career.

Social—getting along with people, communication. Necessity for interaction with people, social, professional or otherwise.

Phonetic/spelling—reading; reading for meaning; the precision required for writing. They were and are the foundation upon which all other knowledge is gained and upon which skills are practiced.

Academic—grammar, math. It's important to communicate in writing clearly and effectively. Math is important depending on what field you decide to pursue.

Math. It helped me develop my skills to learn bookkeeping without hardly any problem.

English. If you don't master it in elementary or high school, you never will. You need to express yourself well in any occupation.

To listen, comprehension, communication. To be initiative, to practice a strong work ethic. To be a part of group. Responsibility to be a participating citizen. Problem solving. They continue to be the tools necessary for the kind of life I want to live.

Spanish. Provided a basic understanding of many different cultures nationally and internationally.

Learned work ethic, learned proper manners, study skills. Gave me more confidence.

Academic—reading, graduate school—how to get around the system, voc typing. Need to survive; get papers done.

Attention, outlining, concentration. These are employed throughout life.

The scientific method for problem solving. That method can be applied to most problem solving even dealing with people problems.

Reading, math, social sciences, science. How to relate to other people and learning to respect them as individuals. Machine shop and mechanical skills, plus carpentry. It has enabled me to make a very good living for my family and enabled me to enjoy a well rounded life.

Manners, caring for others, information. Solid academic preparation for college studies. They help me accomplish my goals.

Organize my time and setting my priorities. Useful in later life.

1.12 What values do you remember learning in school?

Never stop learning.

Honesty, love God, treat each other well.

The importance of religion; to live a good, clean, honest life; to do a job well; to respect my fellow man; the value of hard work.

Self-discipline, striving for perfection.

Same as 1.11 (attention, outlining, concentration. These are employed throughout life). Also, I had to earn respect by excelling.

Be tough to survive.

Not too many.

I went to a Christian high school. The values were Christ centered. Doing my best in schoolwork. Respect for the other students, teachers. Courtesy. Work ethic.

Hard work brings long-term rewards.

To be prompt; to be responsible; to be a willing participant in learning and in activities; to respect myself and others; to learn through effort and practice; to become acquainted with the idea of doing more than the requirement; the satisfaction of being included in things of learning.

Honest competition.

Consistency, keep trying.

I learned a lot of negative values in school. I learned to be ashamed of my race. I learned that Indians were dumb and dirty.

Values of competitiveness, success at whatever endeavor I participated in. I learned to value learning for its own sake and not just for the sake of getting a reward (grade).

?

By doing the extra credit, you got the A's. Being on time.

Citizenship; abide by the rules; study; respect for others, especially adults.

Can't recall.

Honesty; being fair; treat others with respect; living by the clock; work; religion.

Getting along with other students and building self-confidence.

None.

An appreciation of time and priority. Respect of knowledge—what is know and unknown.

Citizenship—behavior toward school employees, schoolmates, visitors, and our school physical plant.

To be honest, fair, considerate, assist others.

Honesty, sacrifice, discipline, humility, non-use of drugs.

Be fair, honest.

(1) It may be necessary to do things you don't particularly like in order to have the opportunity to do the things you like. For example, make passing grades to participate in sports and other extra-curricular activities. (2) Responsibility. As a youngster, I'm able to make more decisions that affect me. In many cases, this is a choice of right vs. wrong or easy vs. difficult. Whatever the choices, I'm responsible. As I reach maturity these choices affect me, my family, and others.

Education is important.

By school I refer to high school and I'm not sure I learned values in school but rather acquired values from my whole envisionment during those years particularly home. Mostly I remember coming to want to avoid certain behavior, such as intolerance, rudeness, not listening, not caring for others, rather than saying this is what I want to become.

To do a job and do it right. Nothing in this world is free. We have to work to sustain ourselves and if we want to advance.

2.1 What skills (academic, social or vocational) do you remember learning from members of your family? (Please list)

Dependability; honesty; trustworthiness.

Almost all positive life skills—respect for learning, knowledge, reading, tolerance, respect for work.

Social; assistance with the academics; some vocational in the arts and crafts areas.

Very little actual skills, however many informant human values such as respect for others.

None.

Study skills; perseverance; goal-setting; how to work; high standards; unselfishness; humility; pride; achievement.

To always do your part and not shirk duty.

Reading; spelling; multiplication; playing games, sharing resources; thinking of others; treating guests in home with respect and extra consideration; driving car; selling products; inventoring stock—reorder; customer service practices.

How to live with one another; how to share.

Importance of family.

Commitment—to finish high school. Work ethic.

Commercial fishing; ANB.

Unable to recall.

Parents died when I was young.

Academic—English skills—my mother helped me by correcting my punctuation, recommending topics to write stories. Math—my dad was a contractor, helped me with math. Both parents instilled the ambition and need to excel skills in me. My mother taught me always to treat others kindly as I would want to be treated. Not to lie, cheat. Both parents were involved in church and community.

?

Fishing, hunting, driving.

Persistence, determination.

Setting standard of living, manners, philosophy of life.

Proper English, Robert Rules of Order.

To take care of each other; to help mother with household things; to be a go-for; to get along.

Cooking, auto mechanic, plumbing.

To do my best academically; treat everyone with respect; the importance of learning and getting as much schooling as possible, my grandfather felt education was the key for success.

Don't remember.

Homemaking, heritage, self-discipline.

Speaking, assertiveness.

Study habits, vocabulary, exposition.

Reading, study habits.

The importance of education, family history. To be fair, honest, and respectful of my fellow men. To maintain, consistently, equipment one needs in his work. How to fish, hunt, and gather other kinds of Native foods. How to preserve food for future use.

Management—of meal preparation, store, mail delivery/pickup. Critical thinking. Respect, love, honor, pride of family.

Be kind to all people and be willing to work.

2.8 What values do you remember learning from your family?

Be honest and helpful.

How to be a human being, love, respect, integrity, principles, manners, kindness to others, hold your tongue, pride, strive for excellence.

The value of working hard; the value of knowledge and education; the value of religion; the value of honesty and fairness and cleanliness; the value of love.

Personal hygiene, respect others, help one another.

Same as 1.11 (attention, outlining, concentration. These are employed throughout life.)

Education was a means to an end. Education was to be obtained in order to work effectively for Native people.

Respect for others—especially elders like yourself. Honesty.

Work hard, do best can do.

Respect for people, work ethic.

Guide a child, don't push or discourage.

Create an atmosphere that provided no barriers to learning; nonverbal support; to know that learning is a most natural thing to do and usually on a personal basis; allowing freedom to learn; home and family life is important and by example the community life; unselfishness.

Natives are as good and capable as anyone else.

Moral standards, never lie, never steal, never cuss.

Tolerance, confidence, pride, assertiveness.

Take care of each other, help others, be your own person.

Respect for other people, self-respect and self-confidence, industriousness.

Do your best; treat others as you yourself want to be treated; keep your commitments; be responsible; be responsible with money; be ambitious (not in the negative sense); help others who are less fortunate—they did work ethic.

Self-discipline.

Can't recall.

Honesty; work; religious; treat others, especially elders, with respect; ANB; being fair.

Educational values. Because of their encouragement, I finished high school.

Learning something for a job skill was important.

The importance of work in order to be successful.

Parents have stressed respect and courtesy for others no matter who, what or how old a person was. Respect for the environment, custom, etc. Always do the very best you can in anything you do. Take pride in your final product—"it has your (our) name on it." Think over the long term—think of others not just yourself. "To thine ownself be true."

Honesty; dependability; loyalty; ambition; discipline; humility; pride; achievement; persistence; nonuse of drugs (alcohol).

None.

School is important; learn to live in modern society.

Education is important; I can remember at a very young age requesting that my parents teach me the Tlingit language. Their response was, no] It will interfere with your English and confuse you. Impression: The school and parents don't value the Tlingit culture and language. To get along with people. Do the best job possible—anything worth doing is work doing well.

Respect, dependability, honesty, trustworthiness.

4.1 Were there any skills (social, academic or vocational) that you learned outside the school setting that have proven to be important to you as an adult? If yes, what were they?

The ability to be a team worker and also to work by myself.

Dealing with people positively.

How to get things done—how to get along with others.

Self-confidence.

Commercial fishing, operating equipment and machines safely.

On part-time jobs, being dependable, representing employer as well as possible, looking for ways to improve upon current practices, working as a team.

Communication in small and large group settings.

The need for information to make an informed decision.

Working on a fishing boat.

ANB activities.

Boatbuilding; work hard no matter what the task.

Social skills, from my parents and parents' friends.

Getting along with others; communicating effectively.

Communal sense of responsibility.

Taking part in Native organizations.

Drove a delivery truck—worked in retail stores.

Good work pays off; social graces; church life was important.

Journeyman, meat cutter, grocery clerk, Navy dental tech.

Getting along the others; accepting the fact that I'm important.

Society and the college of hard knocks has a way of teaching.

When given a task, do best job you can. Don't wait for someone to tell you what to do; look for things that need to be done.

Commercial fishing. How to build and maintain boats and its equipment.

Working for my dad learned to be responsible, make decisions, care for myself, be accountable.

4.2 Most people surveyed said skills they learned outside the school setting proved important to them as adults. Generally, why do you feel they were important?

They help you succeed in life.

It afforded me another occupation which supplemented my professional training and occupation.

I was recognized as a good worker and given other opportunities because of it.

I had to overcome what the outside world imposed on me.

Taught me how to interact effectively in meetings.

Learned working relationships with fellow employees.

It made life easier, nicer and was more fun.

It was an opportunity to work with the public.

Made me realize the importance of organizations.

Would not survive if each was concerned about his/her welfare.

They helped to understand others and help others to understand me.

Helped me learn to interact effectively in a social situation.

I have always worked hard.

Built character; exposed me to activities such as politics; social activities.

Only through hard work would the work get done. Teamwork.

This provides a person with the best way to assume control and responsibility for their own life.

This is the essence of success—the ability to educate, persuade and interpret so that there is an individual or group basis for action.

The same expectations from employees have been true no matter the level of the job. The early experiences were positive and gave me sense of confidence about performance on later jobs.

Gave me additional skills and confidence.

Try new things even if you feel you may not be fully qualified. Many decisions and actions require common sense, sensitive to people, and purpose.

To accomplish my objectives.

You need these skills for survival.

4.3 From whom did you learn each skill?

Parents.

Contact with others.

Parents, friends, some people with authority.

Former supervisors and co-workers.

Father.

Employers, co-workers.

Teenage Club, Toastmasters, ANB, college speech club, participation in social organizations.

A geologist and an environmental scientist (two teachers/consultants)

Captain and crew of the boat.

ANB leaders.

Peter Simpson, boatbuilder.

Mother—very social person who enjoys meeting people and talking to them. Father—quiet but effective in business setting. Other relatives and friends, especially those active in ANB/ANS who like to talk, give advice.

No individual, a number of unrelated experiences.

Alaska Native community; aunts, uncles, grandmother, mother.

Local ANS president, local teachers, local employers.

Employers.

Church leaders, vocational training in a boarding school, work supervisors.

Fellow employees.

Friends.

Mother, mentor.

A modest part of my acquaintances.

Parents, grandparents, uncles.

Uncles and parents.

My family.

5.2 If your parent/guardian worked for wages what was his/her occupation?

Carpenter-fisherman.

Merchant.

Manager of general merchandise store, postmaster, boat builder.

Teacher, principal.

Lawyer and teacher.

Salmon cannery.

Cannery maintenance.

Maid.

Fish buyer.

Mine worker, longshoreman, plumber, cannery worker, fisherman, electrician.

Boatbuilder, legislator, commercial/subsistence fisherman.

Superintendent—BIA.

Dad was a mechanic; mother a cannery worker and postmistress and housewife.

Electrician.

Longshoreman.

Seasonal cannery/custodial.

Construction/owned business, executive secretary.

Fisherman, laborer.

Fishing, carved totem poles, carpenter, musician.

Father—laborer at cold storage. Mother—cannery.

Mechanic and cannery workers.

House maid, professional librarian.

Teacher.

Florist.

No—income was small welfare and social security payments.

Fishing, longshoreman.

Fisherman/storekeeper.

5.5 What did your parent/guardian do in his/her occupation?

My father was Haida Chief. His father had the first school house and church services in his tribal house. He was also first law officer in the Haida village.

Father—mayor 14 years.

Church elder; active in ANB/ANS; "great" grandfather—chief.

Stable leader; honest, dependable, worked hard; good fisherman.

Church officer.

Lead.

Church elder, church piano accompaniment, organized community activities and served on committees.

Good diesel mechanic.

Both parents church leaders. Father—carving, carpenter, musician. Mother—ANS president; musician.

Church elder, Sunday school teacher. Recognized business/construction expert. Recognized as top notch secretary.

Not sure.

Officers of ANB/ANS, Tlingit and Haida Central Council, school board.

Mother was member of ANS and president, also missionary leader. Father was well known fisherman and mechanic.

Grand president of ANB and ANS.

Clan house steward; leader in the land suit vs. U.S. Government; elder, etc., councilman,

ANB, etc., legislator; purse seiner; boat builder; family provider; musician; he lived a life full to overflowing.

Captain of a fish boat, boat builder, mechanic.

Mayor, city council, IRA council, ANB/ANS officers.

Labor organizer.

Officer in the ANB.

Principal of the local school.

Directed choir; was church elder; officers in ANB and ANS; made moccasins, gloves, hats, etc., out of skins. Also did bead work.

Church elder.

6.1 What made school easy or a struggle?

Regular attendance.

Intelligence and a fascination with learning new ideas.

I was endowed with enough intelligence to succeed in school.

Reading ability and good memory or retention.

Just the nature of school; I had to get good grades.

I had an excellent memory, ability to comprehend, analyze.

Interest.

Knew the material.

I was able to do the school work, if I set my mind to do it.

God given talent.

To begin with, I was taught by my sister who was a couple of years older than I. She loved it. I could understand much of what was expected. No bilingual problem.

I found the course work easy.

It was a struggle because of shyness. It was easy because I understood.

Studies a lot.

Teachers demanded little. It was easy to do the work required.

While I made good grades, I did work for them.

I enjoyed school.

Wasn't interested in grade school—stayed in high school due to basketball.

During my grade school years we had no more than four teachers for the entire school because of World War II. I was ill-prepared for high school.

I was able to pass with little or no effort with minimal studying.

All grammar was boring and seemed to have no relevance for me.

Low income, lifestyle of my family. Unsaid discrimination of Alaska Natives in the elementary and high school of (urban) Juneau.

The academic material was not too difficult as long as I understood each unit before moving on to the next.

Orphaned.

I could do the work and I didn't want to quit. I knew what I wanted.

Mainly my interest and desire to participate in sports.

Conflicts internally about values/Tlingit-"white" culture.

The support of family and teachers.

7.1 Did you establish any personal goals as a young person? (a) If yes, what were they? (b) At what age did you set these goals?

a) Service oriented—an assisting role. b) Sixth grade—I remember writing "promises" on paper for future reference.

a) Specific career goals: to become a Chief Petty Officer, BIA Superintendent, BIA Area Branch Chief, to be successful in a non-Indian federal agency, to become BIA Area Director, to become an executive in Sealaska, to become a successful independent businessman. b) 19, 23, 25, 28, 30, 34, 40.

a) I wanted to achieve. b) High School.

a) Go on to college. b) 15

a) I would go to college b) 10th or 11th grade.

a) To go to college. b) 14 years old.

a) Complete college b) 13 or 14.

a) Graduate from college; be a teacher. b) 14.

a) Go to college. b) 17.

a) To go to college. b) junior high age.

a) To be a teacher. b) junior high.

a) Make money. b) Teenager.

a) To include myself with the groups that I liked. To be good at what I did. To include others. b) Before the 6th grade. Maybe 2nd grade.

a) When I entered the Navy, I chose to be a good sailor. b) 21.

a) To get ahead in life. b) 11 years.

a) To go to college; to graduate from college. b) 24 and 26 years of age.

a) I wanted to be recognized. b) 12 years.

a) To be a college graduate, trained in a profession. b) Pre-teens.

a) Graduate from college; get a job; earn money. b) About 8 years of age I remember.

7.2 Did any of your family members encourage you to become a certain kind of individual? a) If yes, what did they encourage you to do? b) At what age did they begin to encourage you?

a) More in control; less trusting of strangers. b) Early.

a) To become a medical doctor. b) Elementary school age.

a) Doctor (medical). b) 10 years old.

a) To excel. b) Early—by the time I can remember.

a) To become a leader. b) 10

a) Make family proud. b) ?

a) To do my best in school to get as much education as possible to help my people. b) 7 or 8 years.

a) To take music—piano lessons; to look presentable. b) 5th grade.

a) Become an attorney. b) 10th grade.

a) To go to college. b) 4th grade.

a) Be industrious, not to be totally dependent on anyone but at the same time not too proud to ask for help/guidance, etc., if I needed it. b) Early.

a) Engineer. b) 14—for college as soon as I began to verbalize my desire to go to college. My parents always encouraged me.

a) Be a good citizen; get an education. b) 7

a) Become an attorney; teacher. b) 11 or 12.

a) To be successful in anything I did and be respectful of people. b) 10 years old.

a) Become a professional person by way of completing a prescribed college program. b) As long as I can remember.

a) Do good; lead a respectful life.

a) To be a professional person. b) Grade school.

a) Be respectful and caring. b) 16.

a) Do the best that I can in whatever I choose to do. b) At a very young age.

a) To finish high school so I would not have to work so hard as an adult. Physical work. Was a sickly child. b) Early.

8.2 What did you do to overcome any barriers to your success?

Still working at "institutional racism" and with people who are racists and discriminatory. Combat barriers with reasonable approaches to solving the problems.

Without money, I couldn't afford a college education. Without a college education, I had difficulty in competing; therefore, I took "undesirable" assignments. Finally, I worked hard and long hours to demonstrate capability and commitment.

Persist; look for advice, encouragement; worked harder.

Be productive and overlook people attitudes.

Worked full time/go to school part time for 8 years (B.S.); state loan for grad school; deny like privileges unless I aggressively pursue a reversal.

Worked very hard.

Obtained job that helped overcome these barriers.

Shy personality—taken courses in management supervision. Involved myself in committee work where I learned leadership skills. Read books on self-improvement. Observed confident people, especially Native people. Been involved in affirmative action.

Took speech courses; just worked at improvement.

Moved out of Ketchikan.

Correspondence courses; night classes at school; decided to quit alcohol and become a Christian.

Went back to school.

Through work, training and learning experiences.

Defined the problems; gathered good friends to help and encourage me.

Confront overt; ignore covert.

Refused to accept them—worked to overcome.

Worked.

Ignored them.

Work hard to prove myself and my abilities. Volunteered for spotlit positions.

Received loan from BIA; accepted the fact of racism; and left village to attend schools.

Some didn't make a difference and I defied the world on those that did.

Left Alaska for 14 years.

8.3 What have the breaks been?

Good health and friends.

Opportunities and the freedom to say yes.

Being liked by people of high virtue and good values and thereby being employed in favorable locations.

Friend got me the first job with BIA as personnel spec trainee. Moved me into administration.

Opportunities and challenges.

College teacher who tutored me individually. Attended excellent school-university.

Schooling.

Completion of college; attending college under the G.I. bill.

God does bless. Given ability to create lucky breaks.

A Christian boarding school close by that was highly regarded by the Native community. Job opportunity and experience in child guidance at Mt. Edgecumbe.

A few good supervisors.

Getting accepted at Stanford; working for ARCO.

Financial aid; good teachers.

Mostly opportunities resulting from ethnicity and I think my personality and/or attitude.

Had friends (Native and lately non-Native) who were aware of my abilities and referred me to jobs, referred me to people who hired me.

Associated with people who were very interested in my well-being.

Chance to go to school in New York on BIA scholarship.

Finding an interested mentor.

Financial assistance; lots of encouragement.

Have been provided job experience opportunities that have furthered my career development.

Good family support.

Understanding supervisors who gave me an opportunity to assume more responsibilities. Promotions based on performance rather than educational achievement.

Opportunities, i.e., scholarships to continue with educational goals/objectives.

Right place at right time.

I don't believe in lucky breaks.

8.4 What is the most important piece of advice that you have gotten?

If a job is worth doing, it's worth doing right. To thine ownself be true.

You are responsible for your own life.

Do better; always room for improvement and increase your knowledge, skills and abilities.

Hard work, dedication and commitment will ultimately be recognized and eventually pay off.

Work at what you believe in.

Don't quit and do the best you can.

Get well prepared for what you may eventually be doing.

Be up front with people and thoroughly pursue that when you believe to be in the best interest of program goals, etc.—as opposed to personal best interests—that will come.

Don't quit.

Remember there is no such thing as a free lunch.

Superintendent encouraged me to go to school in New York when I was discharged from service. I believe I would still be fishing if I wasn't encouraged to go.

Do your best!

Go to school; study to be a teacher; subsistence living is too tough.

Work hard no matter what the task.

Always strive to excel—competition is keen.

Recognizing that opportunities (job and otherwise) may be "token gesture" either in the offering or accepting—do your best to make it meaningful and worthwhile for everyone involved.

That learning is special; knowledge is power; power is too often abused; such abuse should not be taught or permitted.

We don't support you because it's what we want you to do. Rather we support you because it's what you want to do.

Try and try again; always be truthful.

Go back to school.

The *Can* man is a king.

Have a vision and pursue it to the end.

Whose loveth knowledge loveth instruction. Do the best you can.

Learn the system in order to change it.

You can do anything you want if you work for it.

Work to overcome handicap/academic deficiency.

Do a good job.

Whatever job you're given to do, do it the best of your ability.

Be honest and industrious.

Strive to excel.

No absolutes.

9.1 Where did you go to school?

Elementary Years
Angoon—½
BIA—2
Craig—1
Douglas BIA School—½
Haines BIA School—⅓
Hoonah—1
Hoonah Government School—1
Juneau—6 5/6
Juneau-St. Anns—⅓
Kake—1
Ketchikan—2
Killisnoo—½
Klawock—2
Seattle—1
Sheldon Jackson—2
Sitka—4½
Skagway—½
Skagway Pius X Mission—⅓
Sitka BIA Elementary—2
Yakutat—½

High School Years
Chemawa—½
Denver—⅓
Flagstaff High School—½
Ganado Mission Boarding School—½
Haines Mission—1
Juneau-Douglas High School—8⅓
Ketchikan—2
Kings Garden High School-Seattle—1
Los Angeles Polytech—1

Mt. Edgecumbe—2½
Oklahoma—⅓
Petersburg—1
Private School—1
Sheldon Jackson—8½
Sitka High School—3
Skagway—½
Snohomish, WA—½
Wrangell Institute—1

College/University Years

Anchorage—½
Anchorage Community—⅓
California State University at Long Beach—½
Cambridge—½
Central Washington University—3¾
Dubuque University—1
Edison Voc-Tech Institute—1
George Washington University—½
Harding University—1
Hayward, CA—5/6
Los Angeles Tech. Trade College—½
Northern Arizona University—1
Oregon State University—1 1/3
Park College—1
Penn State—¾
Pepperdine—⅓
Private College—1
Reed College—½
Seattle—½
Seattle Pacific—1½
Sheldon Jackson Junior College—3 7/12
Southern Oregon State College—¼
Stanford—½
University of Alaska—⅓
University of Alaska, Fairbanks—½
University of Alaska, Juneau—1
University of Maryland—½
University of Pennsylvania—½
University of Washington—2½
Washington State (Boston)—1
Western Washington University—1
Whitworth College—1

9.6 As a parent what would you do today to insure that your children would be successful? (whether they do it or not is immaterial)

Get a good education.

Teach them self-reliance, compassion and not to procrastinate.

Provide opportunities for success academically, socially, vocationally and spiritually.

Provide encouragement, support and financial assistance to obtain best education possible. Teach my children how to accept responsibility for themselves, their families, and others. Expose them to religion. Teach them to like themselves.

Provide the means to higher education.

Teach them self-discipline; teach them to study; encourage them to participate; expect high standards; encourage them.

At least have a college education or equivalent.

Compliment their successes, be supporting, encouraging and not overly demanding.

Encourage them to concentrate in their elementary and high school educations.

Be sure they are educated and counseled properly to develop their own potential fully both at home and at school.

Discipline and the importance of an education. Actively participate in their school activities.

Have them complete their education, whether it be college or vocational school.

Be sure they attend school and make an effort to succeed.

Encouragement.

Become actively involved in their education. Ask them daily how they are doing in school, help with studies when appropriate. Get to know teachers and administrators—let them know you are concerned. Impress upon your children the need and value of education. I do all of these.

Subtle encouragement—continually. Moral support—frequently.

Choose their teachers and courses—as much as possible. Help them to value learning, not its short-term rewards.

Moral support; buy a computer; teach him to read—whatever it takes.

Create independency in them; set moral standards; create visions and implementation in them.

Serve as a role model. Encourage them in school.

Provide an environment where he/she knows he/she is acceptable; where he/she learns about himself and other people; encourage learning exploration.

See answer 8.4 (have a vision and pursuit to the end).

Work ethic—to do the best always.

Know who they are; where they come from; how they fit in the world.

Encourage and support them.

Made sure they read; made sure they did homework; encouraged them to participate in extra-curricular affairs.

Good citizenship; overt interest.

Support them in their college education.

To be industrious; to be of value to employers.

Talk with them—share ideas—learn what they feel is important; try to guide and direct them while respecting their decision making power.

Train them to be industrious and productive.

Please write anything you think will tell us more about why you have been successful in life.

My mother died when I was age five. When not at Sheldon Jackson school, I lived with one of my uncles. I belong to the Eagle clan and so were my uncles. Their wives were Ravens. They encouraged me to grow up and be the best like my uncles.

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I am fortunate to be born in the time of strong family ties. I had a wonderful and Godfearing family. I was born into a family of nondrinkers. We had a large family and each part was as caring as the rest. We were all encouraged to do our best and taught to take care of ourselves. We were taught that nothing was free and we must carry our share. My family were strong community and involved people. Always looking out for others. Although I feel that I have accomplished a lot in my working years I question how I would fit in this survey. My education level is not high as many of our Indian leaders of these times. I say that about our leaders with a great deal of pride for our Indian people. Moving away from my village at age 20 I have been active in our Indian community. I have been one of the organizers of "The American Indian Women's Service League" and also "Tlingit and Haida Indians of Alaska-Washington Chapter." Of these accomplishments I am very proud. How was my name given to you and who submitted it for this survey? I will look forward to the end results and the answer to above questions. Thank you. Adeline Garcia.

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The opportunity to grow up in a small community during my formative years among an extended family I believe has been important to whatever was good in my development. A supportive family is the single most important factor in a person's development and if it doesn't contain role models it must present a challenging but realistic sense of what an individual can become and then be supportive in the pursuit.

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At an early age, I became aware of the inequity of "all are created equal." There are the "haves and have nots" and how we deal with these inequities on a daily basis determines our degree of success in living. Exhibiting, demonstrating, and "living" good basic human values in one's personal and professional life is a key to success. Education is important. Educational institutions need to provide opportunities to reflect local, state, national, international, universal, and global values allowing individuals to extend, expand, and achieve to their fullest potential. I believe that I would not be in error if I stated that "almost all" or "most" public schools, K-12, do not have an adopted official curriculum that is being implemented effectively and in a meaningful way for students. The how, what, where, why and when of teaching needs to be addressed in a comprehensive way from birth to death.

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By normal standards, my early childhood would be considered "poor" living in a foster home, then later with my grandmother who was blind and on welfare. However, I didn't consider myself disadvantaged or poor as my grandmother sacrificed to give me the basic support I needed but more importantly taught me to be respectable and respectful of others. She also stressed religion and set a living example for me. In school extracurricular activities (mainly sports and music) served as an incentive to make good grades. Caring teachers were also a positive influence on me. In my work life I was blessed with key supervisors who gave me opportunities to assume more responsibilities. In my own home, I am blessed with a dedicated wife who helped me make the right decisions and who is an outstanding wife and mother. She has

sacrificed both for me and our children. Religion has always been a major part of our lives. It has become the basic for our own moral standards and commitment to work for others. Through all of the above, I feel that I've gained a strong sense of responsibility; understand the true meaning of "trust" and "responsibility;" and finally have learned the importance of honesty and integrity. True success is not necessarily what others think of you, but rather it is what you have established as your purpose in life, striving to accept it, and in so doing serving others as well.

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Success has a price as does everything else. Balancing career, personal, and family life is very inexact. An attempt at consistency helps to keep some perspective in each arena and checks broad swings in performance. I have had to accept the fact that I cannot be 100% in each area all of the time. I have learned to set more realistic goals for myself but keep them challenging enough to maintain interest and enthusiasm. Family interest, pride, support and understanding are the foundation for my sense of self in the career arena. The job is the most difficult activity to keep in check. Strong desire to do a good job and commitment to the larger goal helps guide smaller decisions along the way—quality education K-12 and postsecondary education in rural Alaska is the goal.

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Once I realized I was bored with my life and work and that education could help me, things began to improve. Especially when I learned it was permissable for me to have feelings, express them and participate with others to achieve a desirable goal. I did these things but attending personal and group counseling.

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I always had the ability to get along with others. The ability to communicate with my peers and with the public has always been one of my strong points. My desire to be successful has always been an internal desire. Sometimes this desire has become an obstacle because my decisions have sometimes adversely affected my family life. Example: leaving secure job that paid $36,000 for a job with an emerging Native association—$17,000. In order to achieve advancement moved from Anchorage; Petersburg; Cape Kennedy, Florida; Fairbanks; and Anchorage.

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I owe a lot to my wife, who stayed with me through the most difficult periods.

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Since my family had their own struggle in life, I found they couldn't support me. Therefore, I decided early that I was in control of my own destiny. Whatever I wanted in life, I would learn to obtain on my own. This early realization helped me to think in terms of self-preservation and I proceeded accordingly.

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I have enjoyed my line of work; I have enjoyed helping and working with young people; I have enjoyed being involved in community affairs; I have enjoyed my involvement in community sports and also contributing to sports on a region and state level; the friendships I have gained.

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My parents were most important in instilling in me the confidence to succeed and the importance of the values I mentioned earlier. They were excellent role models. They encouraged me to go to an expensive but excellent college where they paid tuition and my rent. However, they expected me to work summers (one summer I worked seven days a week) to pay all other expenses. They were actively involved in church ("Walter Soboleff's"), community activities (T & H, ANS to some extent), and politics and were comfortable in non-Native settings. Networking has helped me in my career development and in committee work. Networking defined as Native friends who have supported me, hired me, etc. and who I in turn support. The most difficult barrier to my success has been overcoming my shy personality. Reading management books, taking management courses—including Native women in management, observing role models, and practice have all helped—as well as working towards a Master's degree.

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At the risk of sounding trite, ability to honestly assess own strengths and weaknesses. Constant, conscious effort to improve weaknesses. Willingness to "learn/gather new info" from wherever you can. Ability and willingness to admit when "wrong," learn from mistakes. Put best foot forward/give best effort, respect others and their "feelings," listen. While my motives were other than "honorable" when I was in school (as evidenced by my lack of degree(s)), I recognized later how important it is. Were it not for osmosis I may not have learned as much as I did, certainly I do not recall really applying myself. This is something that often times now causes me some embarrassment and regret. Luck (being Alaska Native) and a lot of hard work afterward.

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I have a competitive nature; I value learning and the efficiency of the best process of learning; I want to understand things/to learn "why".

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My success in life can be attributed, in part, to my family—aunts, uncles, grandmother, parents. The other part is that in the beginning I felt that I had to show people that Indians weren't dumb. And it's not that I feel its partly my responsibility to do what I can to improve the lives of Alaska Natives. I share a deep sense of commitment to the survival of Alaska Natives as a viable ethnic group.

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Turning point of my life was to become a Christian. I searched the scriptures for wisdom for my life and my family. Proverbs say to get wisdom from the ants. The Bible also says without a vision people perish. I loved the ANB because they were based on the foundation of Christ until I found out it was not literal (our ancestors had a good thing going). Wisdom and knowledge are two separate things. A person may have a lot of knowledge but needs wisdom to use it.

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The wife encouraging me to go back to school and taking professional positions. Becoming active in Native organizations and family name all helped. Having worked up the ladder rather than being elevated too rapidly also helped. I grew up in a non-Native community (Juneau) where I experienced overt and covert racial discrimination by residents and teachers. My twelve year old, I am sorry to say, is also being subjected to the same experiences—with the teachers' knowledge. This has inhibited me and my son. My wife told me to remind Bill that education has always been the #1 priority of Alaska Natives since our first contact with non-Natives.

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I am open to learning. I have learned that people want to support my leadership. This has been evident since childhood. I don't have one special strength except that I can move right along from group dynamics. Kindness and respect [5] success. In my adult life, I have learned to refer many times to the fundamental purpose for groups and organizations, to tie back in every effort. To chart your course. I think that I can be fun to be with. That is important. Be serious but don't go too far. Humor helps.

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I would be pleased to help your program. Please feel free to contact me. I believe that my skills are grossly underutilized by the Native community. Thank you for the opportunity to respond.

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This is a very difficult questionnaire. My experiences and recollections are different—elementary private church school. I excelled because I was expected to and I would go to hell if I didn't do my best; secondary—racism surfaced, no social contact with white friends from grade school to college—(can't read writing). If I were defining successful Native, I would add comfortable in either world, ability to switch thinking from Native view of world to white view of world—knowledge of both worlds. Many of us "successful Natives" are Native only because our skin is darker than most. To me that is not right. Being Native is more than that. It is a way of thinking that is different. In many of us it was wiped out when we succeeded in the educational system. So all we are are white people with darker skin. I suspect the results of your questionnaire will not be any different than if you gave it to a group of non-Native successful whites.

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Heard people make derogatory remarks about my mother (which made me mad) because she was an Indian. Decided would work so no one could put Indians down.

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As I read over the questionnaire: Characteristics of Successful Native Leaders, there were many questions that I felt did not apply to me, you see my whole upbringing was mostly the Native cultural way. The most tragedy that happened in my life at the age of 11 years, was when my father, and uncle and two cousins were all drowned at sea, fur seal hunting, my mother and baby brother all died in the same year. I was left an orphan, no place to go, no one to call relative, all my family belongings were stolen. I finally stumbled into the Russian orphan home where I stayed only four days as the treatment was very bad. I had no other place to go, but heard about Sheldon Jackson School. I was taken in even though there was no room, somehow the good Lord took care of me. I knew this was the only thing left for me to do was to get an education and learn to live with a new language and people. I studied hard and learned all I could, made every opportunity a success. Life has been very cruel and to get along with people that were very prejudice

against minorities, was hard to take, it was that way in high school and college, and I think you still find it today among many of our people. My own philosophy is number 1, learn to make a living; number 2, learn to listen; number 3, learn to follow instructions; last, have respect for all people. These were the goals that I followed in my life and I have found it to be the best goals. I could go on with many things, this will have to be short as I get tired very easy, now. Questions unanswered do no apply to me, and in fact we did not have all that in my school days. Hope this will help in a small way.

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I have dared to meet challenges.

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Probably the most significant event was an opportunity provided by the BIA when I became the training officer at the Juneau area. They were started in direction of behavioral science approach to management development. This meant that I had to attend several sensitivity type training opportunities. Through those sessions, I had an opportunity to see my strengths and weaknesses through the eyes of the other participants. With that feedback I was able to identify and work hard at correcting the weakness and maximize the use of my strengths.

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From my earliest childhood, my parents extolled the value of education as the key to a good life. They also expressed and discussed with their children the importance of social values, such as honesty, integrity, industriousness, respect for fellow man, belief in God, and the harmful effects of tobacco and alcoholic drinks. I believe my acceptance of these values made an important contribution to the quality of my life. As a school teacher, I treated my pupils with acceptance, respect, and patience. I avoided "put downs" in cases where students struggled with subject matter or concepts. I gave encouragement and recognition with sincerity and honesty.

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I have tried to learn from people I love and respect. Probably one of the most important ideas I learn is you can always learn something new—and sometimes from the most surprising people or sources. Another important concept is to be positive—there is more joy in life then. Do not neglect spiritual growth or nurturance. Success has been accessible because of loving people who care and share and because of how we were raised. I have a wonderful family and the best friends. Life has not always been kind but I've learned to survive—somedays happily.

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